DOCUMENT RESUME

ED 351 108 PS 020 751

AUTHOR Goldsmith, Ellen
TITLE Translations and Transformations: From Training to Implementation.
PUB DATE Apr 92
NOTE 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).
PUB TYPE Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Adult Reading Programs; Day Care; Early Childhood Education; Family Programs; Literary Genres; Parent Child Relationship; Parent Teacher Cooperation; Participant Satisfaction; *Preschool Teachers; Program Descriptions; Program Evaluation; *Reading Instruction; *Reading Strategies; *Teacher Workshops
IDENTIFIERS *Literacy Through Love; New York (East Harlem)

ABSTRACT

Teachers from eight East Harlem (New York) day care centers were trained in a program called Literacy Through Love, that was designed to prepare day care center teachers to initiate family reading workshops at their centers. The five-session training program focused on stories, folktales, nonfiction, wordless picture books, and poetry. Each session dealt with a different kind of book, a different reading strategy, and a reading from an adult selection. Teachers were asked to "try out" workshop books at home with one child and in their classes with their students. Records were kept about the readings and children's reactions to them, both at home and in class. Participants reported on their at-home reading experiences during the training sessions. The participants felt that they benefitted from learning the reading strategies, discovering new books, and becoming aware of different genres and their value. To investigate how teachers adapted and implemented the training model and materials in their own workshops, observers attended two of the four workshops subsequently offered at each day care site. They found that teachers did an excellent job with introductory activities and reporting on the reading at home, but underplayed the presentation of reading strategies and practice for parents. The workshops led parents and teachers to view each other in new ways. Teachers noted a variety of factors that affected their implementation of the workshops. (AC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

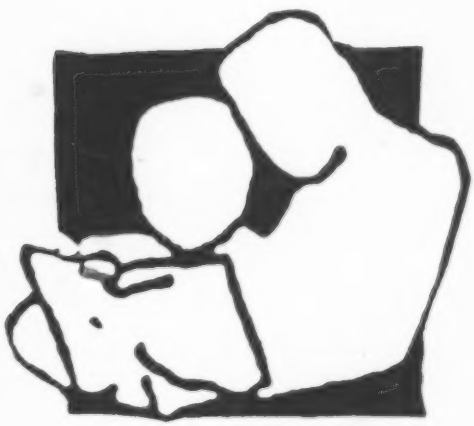
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED351108

TRANSLATIONS and TRANSFORMATIONS: FROM TRAINING TO IMPLEMENTATION

Ellen Goldsmith
Director, Center for Intergenerational Reading
New York City Technical College
300 Jay Street
Brooklyn, New York 11201
718-260-5780



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Ellen Goldsmith
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 020751

Presented at the annual meeting of the American Educational Research Association, San Francisco, April 1992

TRANSLATIONS and TRANSFORMATIONS: FROM TRAINING TO IMPLEMENTATION

Parental involvement in children's education is an important feature of effective schools (Bronfenbrenner, 1979; Henderson, 1987) and parental involvement in children's reading at home is widely recognized as beneficial to children's literacy development (Anderson, et al, 1985). Thus, partnerships between families and schools promote excellence in education. Creating partnerships between families and schools where they don't exist and supporting families in becoming educators with regard to reading development necessitates reaching out to parents in new ways. One of these ways is to create meaningful connections between parents and teachers. This requires that teachers engage in new activities and take on new roles.

Literacy Through Love, supported by the Hunt Alternatives Fund, Taconic and Aaron Diamond Foundations, provided a five-session training program for day care center teachers from eight East Harlem day care centers. The goal of the experiential training program was to prepare day care center teachers to initiate family reading workshops at their centers. This paper, both descriptive and analytical, aims to contribute to our growing body of knowledge about how to effectively create educational partnerships between parents and teachers around children's learning.

Part I outlines the training program so others can replicate or draw on it. Parts II and III use data collected to analyze the implementation process.[1] The analysis draws on information from teachers' implementation plans, training workshop evaluations by teachers, teacher reports on their workshops series, and observers' reports and interviews.

---

[1] For the project, the following data were collected: (1) day care center profiles (2) proposal forms filled out by directors (3) getting acquainted forms filled out by teachers (4) reading records for demonstration books at each of the five workshops by teachers (5) implementation plans filled out by teachers in consultation with directors (6) teachers' evaluations of the training program (7) workshop observations for two out of four workshops (8) post-workshop interviews with teachers (9) teacher reports on their Literacy Through Love workshop series, (10) director's reports on the program.

Part II focuses on how teachers translated and transformed the family reading model they experienced in training. The first section outlines what teachers say they learned from training and the outcomes they anticipated as a result of their workshops. The second section reports, from observers' perspectives, on how the workshops followed and departed from the model. The third section returns to teachers' perspectives and summarizes their view of how they affected parents and of their relationship with parents. Part III explores the factors that both contributed to and impeded the implementation process, focusing on behind the scenes supports and not easily identified needs.

PART I: THE LITERACY THROUGH LOVE TRAINING PROGRAM

Perspective and Theoretical Framework

Literacy Through Love grew from a number of perspectives that relate both to reading and to staff development. The view that parents need to have enriching experiences with children's literature in order to convey a love of reading to their children underlies the family reading model. Other important features are the incorporation of the good reader model and active reading strategies adapted from Goldsmith and Handel(1990) and Handel and Goldsmith (1988a, 1988b, 1989). Also assumed was that teachers need to have pleasurable experiences with the children's literature and enjoy learning about each other's reactions in order to create a workshop experience that will allow parents to enjoy the books and each other.

This program drew on the literature of the change process through staff development (Barth, 1990; Joyce, 1990; Jones & Lowe; 1990; Lieberman & Miller, 1984; Wideen & Andrew, 1987) and attempted, through a series of workshops as well as ongoing involvement, to allow teachers to develop a sense of ownership about the program.

Literacy Through Love: The Training

In an initial information gathering stage, 25 East Harlem day care centers were consulted about their desire to participate in a training program in a successful family reading model. Day care center profiles documenting reading, staff development, and parent involvement practices were

conducted by telephone interview. At an orientation meeting for interested directors, the program was described and a call for proposals was issued. In order to receive the benefits of Literacy Through Love--five free training sessions, $200 stipends for teacher participants, $1,000 budget for a start-up workshop library--directors were required to commit their centers to providing the support needed so that the participating teachers would be able to present at least four parent workshops in the spring.

In the fall of 1990, sixteen teachers from eight day care centers attended five family reading workshops. In January, an open house for directors, teachers, and parent representatives from each center marked the beginning of parent recruitment for teachers' workshops. Workshops for parents took place from March - June with teacher implementation meetings each month. At least two workshops were observed at each site. Observers wrote reports, got quick feedback from parents and interviewed teachers. A final assessment with directors the following fall focused on the impact of Literacy Through Love from the director's perspective and on their future plans.

The Training Program

Sixteen teachers (two from each center) participated in the workshops. The group was varied, including teachers in different positions and with varying levels of education.[2] Only three teachers were absent, each once, because of a death, an illness, and a previously scheduled conference. All teachers participated fully and enthusiastically during the workshop experience and filled out reading records and implementation forms. Workshops were co-facilitated by Ellen Goldsmith and Celia Rivera.

Introductory Activities

At the first session, introductory activities laid the groundwork for the program and provided a model of how teachers could introduce the program

---

[2] Teacher positions included group teacher (12), assistant teacher (2), teacher aide (1), and family worker (1)

Educational levels included high school graduate (2), some college (3), associates degree (2), BA (3), some graduate work (2), and MA (4). Thirteen participants had taken a children's literature or reading methods course.

to parents. All workshop books were displayed. As participants browsed, they reacted to the books in a lively manner.

The next activity was reading memories. Many participants' memories were of being read to in school. This led to a discussion of why their parents didn't read to them, of their behavior as parents, and of the importance of parents receiving encouragement and support if they are to assume a new role in relation to their children. In generalizing about the elements that make reading meaningful and about how our stories related to the name Literacy Through Love, we talked about the importance of attention from an adult, the way reading is sharing, and the emotional dimension of the reading experience.

In advance of this first session, participants were asked to bring a favorite children's book with them and, as an additional getting-to-know-each-other activity, we all introduced our favorite book to the group. Finally, participants filled out "Getting Acquainted" forms. Their answers to the question of what they hope to learn from the Literacy Through Love training show that some initially focused on benefits as teachers, some on benefits as resources to parents, and some began with an intergenerational focus.

Those who focused on the teacher role wanted to learn more about the reading process and children's literature and wanted to improve their ability to communicate with the children. Those who focused on their role as a resource to parents wanted to learn how to help parents to help their children with reading and to help parents to be more comfortable with their own children. Finally, those who focused on the intergenerational nature of Literacy Through Love wanted to increase their ability to stimulate children and parents to read and to learn more about passing on the love for reading. In providing an overview of the program, we noted that while the main goal was to equip them to run workshops for parents in the spring, we hoped that what they learned about children's books and reading strategies would be helpful in their classrooms and that they would enjoy the books and our experiences together.

Content of the Workshops

Each of the five workshops, summarized below, presented a different kind of book, a different reading strategy, and an adult reading.

WORKSHOP 1: THE POWER OF STORIES: October 15
Demonstration Books: **Josephine's Imagination** and **In the Attic**
Reading Strategy: Relating reading to personal experience
Adult Selection: from **Black Boy** by Richard Wright

WORKSHOP 2: FOLKTALES: October 22
Demonstration Books: **Tusk, Tusk, Tusk** and **La Gallinita Roja**
Reading Strategy: Making predictions
Adult Selection: **Strawberries** told by Gayle Ross

WORKSHOP 3: NONFICTION: CONCEPT BOOKS, ABC BOOKS, INFORMATIONAL BOOKS: November 5
Demonstration Books: **Look! Look! Look**, **Holes and Peeks** and **Bread Bread Bread**
Reading Strategy: Observation, vocabulary development and learning new information
Adult Selection: **I Can't Hear, But I Can Listen** by Thomas Mitchell

WORKSHOP 4: WORDLESS PICTURE BOOKS: November 19
Demonstration Books: **Snowman** and **Baby Says**
Reading Strategy: Creating a story
Adult Selection: **Winning the Lottery** by Ruth D. Handel

WORKSHOP 5: POETRY: December 10
Demonstration Books: **Arroz Con Leche** and **Animals**
Reading Strategy: Rereading
Adult Selection: Selected poems

Demonstration books were chosen for their appeal to adults as well as children and for their ability to evoke substantive discussion. Since participants tried out the books in their classrooms as well as at home, they were able to get a full picture of the responses of children as well as of

adults to these books. They were also told that they could choose other books for their workshops that they felt might be more appropriate for their parents. At the first workshops, Literacy Through Love staff led the workshop. As time went on, teachers were divided into groups, and with the aid of a lesson plan, they rotated the role of workshop leader so as to become comfortable and confident with that role.

The Workshop Model

Each workshop included the following elements:

1. Introductory Activities and Reporting on the reading at home
2. Presentation of the genre and the demonstration book
3. Demonstration of reading strategy
4. Practice in pairs
5. Group discussion and preparation for the home reading experience
6. Book borrowing
7. Adult reading

Participants became aware of how the steps in this model elicit such good reader behaviors as recommending books, discussing books, and developing guidelines for selecting books. As time went on, participants became aware of two features of the workshops.

- They are experiential.
  Participants experience children's literature so they can then recreate those experiences at home.

- They are social.
  Discussion, sharing and discovery are central. The mode of communication is not lecture and there are no right and wrong answers.

Reading Records

Reading records consisted of a little booklet with the name of the program, Literacy Through Love, and the logo of the Center for Intergenerational Reading at New York City Technical College on the cover. Inside is space to list the title of the book(s) read and the child's comments and reactions. In

the training program, teachers were asked to try out workshop books at home with one child and also to try them out with the children in their classes. In this way, they would both have a sense of how the one-to-one reading experience goes and how the children the parents will be reading to respond to the books. The value of the reading record was shown by the fact that all participants filled them out, often handing in four or five. We copied the records and returned them at the next session. Participants were always anxious to receive them back.

Reporting on the reading at home at the beginning of each workshop provided a forum for discussing important issues such as the need to prepare children for concepts in the books; the benefit of rereading; the fact that a child will react to an unexpected part of the book. The reporting also provided an opportunity to talk about the purposes this workshop component will serve in their workshops. Some of the points that emerged were the need to be supportive of parents; the need to not have parents feel they got the book wrong or did the wrong thing; and the need to reinforce the kind of knowledge parents will be getting about their children's tastes and interests.

As time went on, it became clear that this workshop component served an important staff development function as well. It allowed participants to learn from each other and to teach each other. For example, some participants found that their children didn't tune into the imaginary nature of the events in In the Attic. One of the teachers talked about how she prepared her children by taking them to the dress-up corner and letting them play there directly before she read the book. She then made a connection between their "let's pretend" activities and the boy's experiences in the book. Other teachers who tried that technique the next week found that their children understood the book.

The reporting also provided a forum for teachers to solidify new knowledge. For many of the teachers, explicitly and systematically using reading strategies like prediction and learning new information was new. The chance to talk about how it felt to be using these new techniques aided in the process of incorporating these new reading behaviors.

Discussion

Another important element of the workshop experience was the serious discussion of the children's books. The model takes the discussion through three levels. Discussion begins with the strategy. For example, in relation to Little Red Hen discussion centers around whether participants thought the hen's friends would help. Why or why not? The next phase of discussion relates the story to the readers' personal experience and makes connections between their lives and the book. Do you know any people like the lazy friends? Have you ever felt like the Little Red Hen? Finally, the discussion brings together the range of experiences from the group and seeks to generalize. What are the issues that Little Red Hen raises? What are the attitudes toward responsibility and sharing? Participants enjoyed discussing the books, particularly relishing the sharing of their personal experiences, the giving and receiving that was involved in the process. This enjoyment underlined for them the importance of creating an open and receptive atmosphere so parents would feel as free as they did to share personal feelings and experiences.

PART II: TEACHERS' TRANSLATIONS AND TRANSFORMATIONS

This section focuses on how teachers translated and transformed the family reading model they experienced in training. The first section outlines what teachers say they learned from training and what outcomes they anticipated as a result of the workshops they would present. The second section reports, from observers' perspectives, on how the workshops followed and departed from the model. The third section returns to teachers' perspectives and examines the effect of workshops on their relationship with parents.

Section I. From the Teachers' Point of View

What did teachers learn from training?

Teachers' learnings fell into the categories of content and process. Also of interest for the concern of this paper--teachers taking on new roles--are comments that reflect learnings that translate into new behaviors.

In relation to what to do, all teachers wrote about learning the reading strategies, discovering new books and gaining an awareness of different genres and their value. One teacher wrote that she learned that children and adults look at books in different ways. "We all come out with a different idea from different readings," she said. Also she learned that she "shouldn't take it too personally when children don't like the books that I choose to read."

In relation to how to conduct workshops, almost every participant said she valued the open communication and sharing of experiences in the workshops. They indicated that it was important to them to be able to try out the books in their classes and with children at home and then to be able to report on their experience and to contribute to other participants' knowledge as well as to hear about other participants' experiences and to learn from them.

Teachers also said they increased their expertise in relation to parents. They wrote about learning "how not to be teacher-directed," "a new way of gathering people," "how to let people express their ideas while they are learning strategies," "how to relate a story to a parent and how to make them comfortable and relaxed," "how to be more encouraging and supportive with parents and children," and "how to approach parents in a more pleasant way."

The following comments identified changed attitudes and new behaviors. One teacher who characterized herself as a non-reader said she "found reading can be fun if you pick the right book and present it in an interesting way." Another said "I found myself sharing materials with co-workers for the first time. I feel I'm becoming more of a master teacher." Two spoke about personal changes, one in relation to her son, another in relation to herself. "I learned how to read to my son more. Before, I was a lazy reader. Now I know I need to be a reading role model." " As a result of the workshop experience, I feel I can go back to school for my degree."

What outcomes do they anticipate from their workshops?

At the next to last training session, participants received an implementation plan which they filled out in consultation with the center director and brought to the last training session. The purpose of the plan was to facilitate the movement from training to implementation by having participants make concrete plans for recruitment, begin to choose the workshops they wanted to present, and anticipate outcomes as a result of the workshops. Implementation plans were received from eight teams and goals were categorized. Teams had goals for parents, goals for children, goals that linked parents and children and goals that linked parents to each other. One team articulated goals for the center. None of the comments identified goals related to their relationship with parents. A summary of content follows.

Outcomes for parents

From implementation plans, there were fourteen statements articulating goals for parents. A few comments related to projected experiences for parents in the workshops, like meaningful and enjoyable reading, better comprehension, and use of their personal stories and to help each other to understand their cultures. Most related to parents learning about the importance of reading, learning about how to read so it's enjoyable and meaningful, learning about the importance of spending time with their child, and becoming more involved in their child's school work. One response was: "I want to ask them for extension of activities such as borrowing books from each other or even volunteering 1/2 hour to read to a small group in the center." Another said: "I wish the outcome would be for parents to see the importance of children seeing them read so that they can develop that habit."

Outcomes for children

From the implementation plans, there were four statements articulating goals for children. They included children's better understanding of what they read or what is read to them, children developing all the necessary skills to make them become good readers so as to decrease the high drop out rate, children understanding the value of a book or story, and children learning not to abuse books but to treasure them.

Outcomes for parent and child

From the implementation plans, there were eleven statements articulating goals for parents and children. They included better relationships between parent and child, good experiences between parents and children with books, and improved reading of parents and children. The focus in comments was on sharing and communication. "Parent and child will share knowledge and experiences together." "They will be able to make connections with many books to everyday family life."

Outcomes for parents with each other

One team wanted the parents to be able to speak and talk about the books openly with other parents.

Centers

One team said: "I feel if we are able to accomplish the goal the center would gain a lot. Because I feel parents would have more interest in the center and would come out to meetings and support us in different ways."

Section II: The Observers' Perspectives

Observers, all trained in reading and all familiar with the Literacy Through Love training program, observed two out of four workshops at each site. In all cases, observations were an enjoyable experience for both observer and teachers. Teachers welcomed observers as a source of support, a resource for questions, and a witness to what they accomplished. They were proud of the work they had put into planning their workshops and recruiting the parents. Observers reported on how workshops followed or departed from the model.

The model consists of the activities listed below:

1. Introductory activities and reporting on the reading at home
2. Presentation of the genre and the demonstration book
3. Demonstration of reading strategy
4. Practice in pairs

5. Group discussion and preparation for the home reading experience
6. Book borrowing
7. Adult reading

In all cases, teachers did an excellent job with introductory activities and reporting on the reading at home. In most cases, teachers set up paired reading although it was often not supervised. Group discussion was exciting. Teachers functioned as effective workshop leaders who brought parents out and created an atmosphere that welcomed a range of responses. Preparation for the reading at home was well done. While the adult reading was usually presented, time limitations prevented discussions. With these parts of the model, teachers did an excellent job of establishing rapport, providing information, providing support, motivating parents, and promoting the literature they chose.

In most workshops, the reading strategy (prediction, relating reading to personal experience, learning new information, creating a story, rereading) was either not presented or mentioned but not demonstrated and practice for parents was not provided. Observers' comments raise the question of how critical the presentation of the strategies was to the program.

> At first, I felt disappointment at not seeing the strategy explained and demonstrated. I don't think the parents left with the idea of applying relating personal experience to reading aloud to their children. However, the parents did leave feeling exhilarated about the books and the workshop. Their index card comments were extremely positive. They left the room excitedly talking with each other.

> Each time I observed I was initially disappointed, not to see the training model replicated. For both observations, there was no explanation of genre, demonstration of model, nor presentation of strategy. Nevertheless, both workshops were highly successful. Parents of children in the same class talked to each other for the first time. They began to share information each thought was exclusive to her own thinking. Most importantly, the two workshop leaders examined the needs of the workshop parents and discussed their children's learning processes. "I know what kind of book we need for _____" was a common

> remark from the teachers. Furthermore, the teachers themselves felt empowered and made this confidence accessible to the group.

As a result of feedback from observers on the short shrift strategies were receiving, the last implementation meeting focused on strategies, emphasizing their importance, reviewing them, and providing practice. A second observation at one of the sites showed a much greater application of the strategy. To quote from one of the teachers at that workshop:

> Creating your own story is the strategy. So how will we do it? We'll look at the pictures and see what's happening; use a lot of oral language. We'll become active and involved and use a lot of strategies today.

The observer noted that all the participants were involved and made comments that extended what somebody else said and found evidence to confirm or revise what had previously been said. They laughed and had a good time. The teacher reinforced the moment with her comment, "I like the way you're all discussing." Throughout the workshop, she added supporting or extending comments such as "Oh, she wanted you to read more," and "What strategies did you use?" Parents said things like: "I let her look and think." "I used questions like what do you think is soft?" "She wanted to read it over and over." "She wanted to guess by herself; for her it was fun." When asked what she wanted to keep working on, this teacher said using the strategies in the workshop model.

In planning the workshops for parents, teachers made a number of additions. Some used games. At one site, teachers began the workshop on folk and fairy tales with a guess who I am game. Names of well known characters were pasted on each parent's back and they had to take turns standing in the center of the room, asking four questions about who they were and guessing. At one center, the first workshop began with a performance, a child "reading" (it was memorized) a book. The teachers said: "This is what you can look forward to." Another team modified the reading memories activities. Instead of asking parents to remember a positive experience with storytelling, books, and reading, they asked parents:

"Who introduced you to reading?" All participants shared experiences and one of the teachers ended by making the point that all of the participants were able to remember their feelings, showing how important reading and the person who introduces it is. Another site gave door prizes and awarded perfect attendance certificates.

Section III: The Teachers' Perspective on Parents

Since one of the goals of Literacy Through Love was to create positive connections between parents and teachers and since none of the teachers pinpointed improved relationships with parents as an anticipated outcome of their workshops for parents, post-workshop reports asked teachers about how their relationships with parents changed. The following comments show the impact of workshops on their relationships.

> My relationship with my parents became closer. We became friends and laughed and understood one another. They understood more of what I as a teacher go through and how I read stories to their children.

> They know we care about reading and it's important to share reading with each other. They ask more questions and advice about how best to approach a book they would like to read with their child. The relationship between parents and teacher are more open and friendlier. The respect is there shining bright for all to see.

> Parents appeared to realize they are the teachers' partner as well as the parents. Parents are more relaxed in asking questions that will help them resolve other problems that are not related to reading.

> Since our workshops began the parents that attended communicate more with us. I feel they gain more respect and confidence. I feel comfortable in expressing my thoughts and ideas about their child.

> The parents have observed us in a different point of view. They have had an opportunity to communicate about their children and even exchange personal interest and have opened up with their problems.

These comments indicate that the workshops (teachers care enough to do this for us) as well as the shared experience led parents to have new views of teachers Teachers too, as a result of the workshops, saw parents in new ways. They said that they learned that parents wanted to help their children but felt they didn't have the tools. Another teacher said she learned that "parents are looking for somewhere to express and share their experiences and problems." According to one teacher, the workshops "opened doors to better parent/teacher relationships." Teachers anticipated that as a result of the workshops parents would have more understanding and respect for the center and staff.

Even though the implementation plans did not pinpoint changed relationships with parents as an outcome, when asked what they liked best about their workshops, all respondents highlighted parent response. "They didn't look at their watches," one teacher said. Another said, "I liked how the parents responded in a positive manner. They were excited from one workshop to another." "Just the smiles on parents' faces when they reported on the books they had read to their children." "What I liked best was that parents felt comfortable enough to open up with their problems." "They shared their experiences and waited for responses from the group." "I liked best that parents were open and eager to learn and to share new experiences with one another." Teachers spoke about changes in parents.

> One thing that stood out most to me was at first the parents were shy, unsure, etc. Then something wonderful happened. Once they shared early years of home experience and how the reading experience went for them it was like a new beginning.

PART III: FACTORS THAT CONTRIBUTED AND IMPEDED

Teacher feedback from reports and at implementation meetings as well as interviews by observers provided the information on factors that contribute to the success of the implementation and factors that were impediments.

Factors that contributed to the success of the implementation

- Implementation Meetings

Implementation Meetings allowed teachers to learn from each other and to receive support from each other. These meetings represented a safe place for teachers to express insecurities, complain about the support they were getting from their center, and refuel their enthusiasm. There, teachers were able to switch back and forth between the roles of teacher and learner.

- The Time Factor

Training workshops took place in the fall. There was an orientation meeting in January. Workshops for parents took place from March - June with implementation meetings each month. The fact that preparation began in October and teachers didn't begin workshops for parents until March gave them time to assume the new role of workshop leader and to feel comfortable about working with parents in new ways.

- Places for choice and creativity of teachers

Teachers were presented with a structured model but given responsibility for deciding on which workshops would be best for their parents. They were encouraged to add personalized elements to their workshops. They were also responsible for developing appropriate recruitment strategies.

- Development of a sense of community among teachers

A sense of community developed as a result of the ongoing experience and sharing between participants. It was also important that each center sent a team. In talking about feeling nervous about presenting the workshops, teachers always mentioned the help and support they gave each other. "We had a pact. If I was quiet, she would talk."

- Support for preparation

Some teachers received cooperation from the staff. For example, for some, fellow teachers supervised their classes to allow them to plan and prepare for workshops.

- Other logistical issues

Some centers provided the following kinds of support: help with child care during the workshops, help setting up the workshop room, help preparing and serving refreshments, and help making reminder calls for the next workshop.

Impediments

Teachers expressed surprise at how much time it took to plan and set up for the workshops. In a number of cases, teachers did not receive the support for planning or implementing the workshops that they would have wanted. In some cases, there were no child care arrangements and children sat with their parents in the workshop. In many cases, teachers were not given time to prepare for the workshop, to copy materials, and to arrange the room.

Conclusions

This paper suggests that extremely intensive efforts are required to motivate and support day care center teachers in initiating a family reading program for parents. The attitude and behavior of directors was found to have an extremely important effect. Also important was the relationship that developed between teacher teams and the sense of being part of a group and a program.

It was found that the workshop model teachers presented in their series of parent workshops was somewhat different from the workshop model they experienced in training. In most cases, teachers either downplayed or left out what the Literacy Through Love staff felt was an important part of the model--the active reading strategies. Still, feedback from parents indicated that they left the workshops feeling they learned "a lot about reading." This raises the question of how central the strategies are to the model. Another question for further inquiry is why most teachers omitted or downplayed

the strategies. Was it a purposeful adaptation in response to their parents? Was it a function of their lack of comfort with the strategies? If so, did the training fail to allow enough practice for them to internalize the strategies so they could present them to parents?

With or without the strategies, Literacy Through Love created partnerships between parents and teachers and teachers assumed new roles in relation to parents. In addition to enjoying the role of helping parents to promote their children's literacy development and helping parents to enjoy richer relationships with their children, teachers became interested in parents and enjoyed learning about them.

Of interest is the finding that while teachers did not articulate improved relationships with parents as an anticipated outcome, in post-workshop reports, teachers identified positive parent response to the workshops as what they liked best. A question for further inquiry is whether as a result of the workshop experience teachers now see parents differently and differently envision their role in relation to parents.

Along with her workshop report, one teacher included a parent's reading memory. It goes to the heart of Literacy Through Love.

> I can remember when I was just a little child, around the age of four. It was bedtime and Mother read to me as she always did, but this time was the best all. Rumpelstilskin was the story Mother read....This story influenced my reading because of all its magic. I had my mother read to me over and over again until I was able to read it to myself.

References

Anderson, R., Hiebert, E., Scott, J.A., Wilkinson, I.A. G. *et al* (1985). *Becoming a nation of readers: The report of the Commission on Reading.* Urbana IL: The Center for the Study of Reading.

Barth, R. (1990) *Improving schools from within: Teacher, parents and principals can make the difference.* San Francisco: Jossey-Bass.

Bronfenbrenner, U. (1979) *The ecology of human development.* Cambridge: Harvard University Press.

Goldsmith, E. & Handel, R.D. (1990) *Family reading: An intergenerational approach to literacy.* Syracuse, NY: New Readers Press.

Handel, R.D. & Goldsmith, E. (1989) *Intergenerational reading: Affecting the literacy environment of the home.* Paper presented at the annual meeting of the American Education Research Association, New Orleans, LA.

Handel, R.D. & Goldsmith, E. (1988a) Intergenerational literacy: A community college project. *Journal of Reading,* 31 (3) 250-6.

Handel, R.D. & Goldsmith, E. (1988b) *Intergenerational literacy: The Parent Readers Program.* Paper presented at the annual meeting of the American Education Research Association, San Francisco, CA.

Henderson, A.T. (Ed.) (1987) *The evidence continues to grow: Parent involvement improves student achievement.* Columbia MD: National Committee for Citizens in Education.

Jones, E.V. & Low, J. H. (1990) Changing teacher behavior: Effective staff development. *Adult Learning,* 1 (7) 8-10.

Joyce, B. (Ed.) (1990) *Changing school culture through staff development.* Alexandria, VA: Association of Supervision and Curriculum Development.

Lieberman, A. & Miller, L. (1984) *Teachers, their world and their work: Implications for school improvement.* Alexandria , VA: Association for Supervisions and Curriculum Improvement.

Wideen, M.F. & Andrew, I. (Ed.) (1987) *Staff development for school improvement: A focus on the teacher.* Philadelphia: Falmer.

ACKNOWLEDGEMENTS

This paper grew from the support, work, and commitment of many individuals. It is my pleasure to acknowledge them.

• I would like to dedicate this paper to the memory of Joe Siracuse, Early Childhood Coordinator of Union Settlement, who played a crucial role in making Literacy Through Love happen, every step of the way.

• Literacy Through Love would not have taken place without the support of the Hunt Alternatives Fund, Taconic Foundation, Inc. and the Aaron Diamond Foundation. I want to extend special thanks to Dr. Alice Radosh, then Executive Director of the Hunt Alternatives Fund, for her commitment to bringing family reading to day care centers in East Harlem. For support and for the name, thanks to Ms. Helen Hunt. Thanks also to Mrs. Eddy, Executive Director of Taconic Foundation Inc. for the original support of the Parent Readers Program and for again supporting our work. Thanks to the Diamond Foundation whose support allowed the formation of the Center for Intergenerational Reading at New York City Technical College.

• Celia Rivera, the co-facilitator of the training program, brought a good deal to the training, the teachers, and to me.

• I thank the teachers who participated in training, with openness and joy, and spent countless hours, above and beyond their job description, in planning and preparing for the parent workshops. It was my luck and pleasure to work with them.

• The day care and Head Start Center directors' enthusiasm and support was crucial to the program.

• The quality of the work of the observations team--Peggy Dye, Allison Burns-Ferro, Celia Rivera and AnnMarie Tevlin--made an important contribution to the paper.

• Thanks also to Ruth D. Handel, with whom I developed the family reading model, for all the insights she has and continues to provide.

• Finally, I appreciate AnnMarie Tevlin's and Allison Burns-Ferro's valuable comments and suggestions about this paper.